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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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ABSTRACT

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 76 references dealing with the counseling of parents of exceptional children. Ranging across all handicapping conditions, physical and mental, and giftedness, the references treat such aspects of parent counseling as child rearing principles, family relationship, family counseling, group therapy, parent attitudes, parent role, parent-child relationship, and others. Entries, which include texts, journal articles, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Author and subject indexes are provided. (KW)

ED 054573

PARENT COUNSELING

A Selective Bibliography

February 1971

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CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 033 222

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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ABSTRACTS

ABSTRACT 10033

EC 01 0033 ED 011 707
Publ. Date 65 23p.
Poole, Belle
Extending Clinical Services for Mentally Retarded Children at the Community Level.
Children's Hospital, Los Angeles, California
Calif. State Dept. Of Public Health, Berkeley
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; community programs; interagency cooperation; children; community services; health services; clinics; public health; family (sociological unit); inservice programs; couneling centers; diagnostic clinics; parent counseling; program planning; Berkeley Child Development Project; Childrens Hospital of Los Angeles; Los Angeles Psychoeducational Clinics

A clinic team consisting of a pediatrician, social worker, psychologist, and public health nurse provided evaluative services. The purposes were to demonstrate a multidisciplinary approach to diagnosis and parent counseling, to train and stimulate interest of other professions in mental retardation, and to help communities develop their own service for the retarded child and his family. From May 1960 to October 1961 the demonstration project held a total of 14 clinics in which 54 children (four at each clinic) were evaluated. This staff also conducted an inservice educational program for public health nurses and social workers. Other professional personnel attended case staffings, including physicians, teachers and school administrators, and psychologists. Following termination of the demonstration project, a clinic team was organized through the efforts of several public agencies, including the public schools. A special education clinic under the auspices of the public schools was developed. Other benefits ascribed to the program as well as problems in its implementation are pointed out and briefly discussed. Tables present data for the 54 cases. (VO)

ABSTRACT 10057

EC 01 0057 ED 015 559
Publ. Date Jul 66 86p.
Prentice, George
Increasing Parental Contribution To Work Adjustment for the Retarded.
United Assn. Retarded Children, Milwaukee, Wisconsin
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; vocational education; vocational rehabilitation; parent participation; motivation techniques; parent education; adolescents; educable mentally handicapped; famly influence; job placement; lower class parents; parent counseling; sheltered worshops; work attitudes; young adults

This project was designed to increase parent participation in the vocational rehabilitation of adolescent and young adult mentally handicapped persons, to develop methods of motivating parents to participate, and to investigate the relationship between parent participation and the retardate's vocational adjustment. During the first year, experimental and control groups of 78 parents each were selected and randomly assigned to subgroups based on the vocational placement of their children. An educational program of group lectures and discussions was provided for the experimental group. Because of poor attendance by parents during the first year, methods of motivating parents to participate in the program were studied. The second year, 28 sets of lower socioeconomic status (SES) parents were randomly assigned to incentive groups receiving an educational program. In addition, Group One received a $50 bonus, Group Two chose an incentive under $50 in value, Group Three participated in a television drawing, and Group Four received no incentive. Group Five received neither education nor incentive. An upper SES group received the educational program but no incentive. The third year sample was composed of parents of 165 retarded young adults assigned to a parent education group, a telephone group, or a control group. Clients and families continued to receive service from agencies but the two experimental groups were given the educational program. Pre- and post-observer ratings were used to assess the workshop participants at the beginning and end of the program. Results of all three studies were inconclusive. Parent participation in the educational program remained poor all 3 years. Incentive methods tried during the second year were ineffective at increasing attendance for the majority of parents of low SES status. Parent participation and vocational adjustment was rated during the third year. Retardates whose parents were contacted six or more times by telephone gained in work adjustment ratings and those whose parents attended seven or more participation group meetings deteriorated in the ratings. Pre- and post-rating involved the use of different standards. The rating scales used in the study are included in appendixes. (VO)

ABSTRACT 10162

EC 01 0162 ED N.A.
Publ. Date May 67
Streshinsky, Shirley G.
Does It Run in the Family
Alexander Graham Bell Assn. For Deaf, Washington D. C.
Volta Review, Volume 69, 1967.
EDRS not available

Descriptors: exceptional child services; counseling; heredity; genetics; clinics; special services; parent counseling; parents; counseling programs; counseling services; Contra Costa County

An heredity clinic has been established in Contra Costa County, California, as a public health program to provide genetic counseling. A detailed medical history (going back four generations, if possible) is taken, and all chronic health problems occurring in the family appear on the record. This information is interpreted by a physician who counsels the family about possible hereditary diseases. Although 60 percent of the cases are handled by private physicians, public health officials are available for counseling those with no family doctor. Examples of genetic counseling are presented. Researchers are working to provide new tests which can identify carriers of genetic defects. This article was published in The Volta Review, Volume 69, Number 5, pages 311-315, May 1967. (RS)

ABSTRACT 10171

EC 01 0171 ED 026 320
Publ. Date 67
Dale, D. M. C.
Deaf Children at Home and at School.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; teaching methods; deaf; children; parent teacher cooperation; pathology; etiology; parent school relationship; regional planning; reading; learning activities; child rearing; family life; intelligence tests; audiometric tests; language development; social adjustment; lipreading; language instruction; speech instruction; hearing aids; auditory training; records (forms); regular class placement; adults

Written as an introductory text for people who care for children with defective hearing, the book discusses factors found to be helpful in the educational and social treatment of deaf children. After some basic information about deafness is provided, the young child and his family, cooperation between home and school, regional services for deaf children, and deaf children in ordinary schools are considered. Also treated are language development in the young child, the development of language in school, the teaching of reading, and speech teaching. Materials on school records and on deaf adults are included. Appendixes cover social advice, idiom, vocabulary, lipreading, and language activities. A conclusion and a 96-item bibliography are given. This document is available from Charles C

Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703. (JD)

ABSTRACT 10200

EC 01 0200 ED 018 029
Publ. Date 65
Stubblefield, Harold W.
The Church's Ministry in Mental Retardation.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); counseling; institutionalized (persons); institutional personnel; residential centers; residential programs; religious factors; parent attitudes; parent reaction; individual needs; parent counseling; family counseling; church responsibility; church role; children; church programs; adolescents; adults; religious education

Written by a chaplain in a public residential institution for mentally retarded persos, the book defines the role of the church in helping the mentally retarded and their families. The challenge to the church is presented. The discussion of the ministry to the family treats mental retardation as a family problem and the pastoral care of parents of retarded persons. Consideration of the church's ministry to retarded persons includes the religious consciousness of the retarded, Christian education of the retarded, pastoral care of the retarded, institutional ministry, and the social welfare role of the church. An annotated bibliography lists 18 items. This document is available from the Broadman Press, Nashville, Tennessee, for $4.00. (DF)

ABSTRACT 10224

EC 01 0224 ED N.A.
Publ. Date 67
Kugel, Robert B.; Parsons, Mabel H.
Children of Deprivation, Changing the Course of Familial Retardation.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); environmental influences; preschool children; educable mentally handicapped; family life education; child development; family health; medical treatment; social opportunities; preschool programs; experimental programs; family environment; interdisciplinary approach; intelligence level; disadvantaged environment; culturally disadvantaged; economically disadvantaged; case studies (education); electroencephalography; etiology; socioeconomic background; interaction

Designed to record the growth and development of preschool familial retarded children and to alter the course of their development by enriching aspects of their lives and improving their homes, this 5-year project used a multidisciplinary approach utilizing pediatricians, dentists, educators, psychologists, speech therapists, social workers, public health nurses, and a home economist. The 16 subjects (aged 3 to 6) had Stanford-Binet IQ scores between 50 and 84, no neurological deficits, one or both parents and at least one sibling regarded as mentally subnormal, and were classified in the lower socioeconomic class. All 16 children and 21 of their 93 siblings attended an experimental nursery school for 1 to 3 years. Intervention consisted of medical and dental care, psychological testing and observation, training of mothers in nutrition and food preparation, and social interaction among mothers through group meetings and sewing classes. Intensive medical diagnoses revealed that children classified as retarded were so partly because of mild encephalopathy, partly because of psychosocial factors, and frequently both. The growth rate of the children (who were 81 percent below the average for North American children in weight and 84 percent below average in height) over the course of the project ranged from 0 to 24.4 percent partly due to increased nutritional intake. Although 32 of the 35 children who attended the experimental school showed some increment in IQ, the greatest gain was found in the group who had normal electroencephalographs (EEG). The group meetings gave the mothers a feeling of belonging and being accepted and were more successful than the sewing classes. The data suggest that intensive work with these preschool children and their families is beneficial. Case studies of several families are included. Tables present data on age, parents' IQ's, changes in children's IQ s, EEG s, family income, housing, child growth rates, nutritional intake, and medical histories. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (JZ)

ABSTRACT 10305

EC 01 0305 ED 017 111
Publ. Date 63
Begab, Michael J.
The Mentally Retarded Child, a Guide to Services of Social Agencies.
Children's Bureau, Welfare Admin., Washington, D.C.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; etiology; family problems; adjustment problems; individual development; children; educational planning; social work; social workers; group therapy; child development; community planning; child care

Essential information is presented to social workers so that they may provide better services to mentally retarded children and their families. Included are (1) a look at the past, current definition, and discussion of causation, (2) factors in development, growth, and behavioral characteristics for three levels of retardation, and (3) several family related problems and factors in family adjustment. Casework and social group work with parents and with children are also discussed. The following topics about planning are treated--home care, institutional care, foster home care, small group homes, adoption, supplementing parental care with day care or homemaker services, other services, and community planning. A 65-item reference list is included. This document was published by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and is available for $0.45. (DF)

ABSTRACT 10363

EC 01 0363 ED 019 766
Publ. Date 66
Ehlers, Walter H.
Mothers of Retarded Children, How They Feel, Where They Find Help.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; parents; psychological needs; mothers; mother attitudes; interviews; special services; community services; counseling services; field interviews; health services; socioeconomic status; day care services; social services; psychological services; medical services; case studies (education); minimally brain injured

The research study investigated how mothers of mentally retarded children perceived the retardation, how they made decisions in seeking and using help, and how they reacted to and valued services rendered. The 24 subjects were mothers whose retarded children were classified as brain injured (including mongoloid), had IQ's below 54, and were less than 10 years of age. A field study approach with a focused interview was employed. In addition, interview data, case records, related documents, and interviews with the clinic staff were analyzed. Information is included on (1) the children, the families, and the service program, (2) the mothers, and (3) the services of the clinic. Implications are drawn from the summary, findings, and conclusions of the study. Significant services now available and prospects for the future are discussed. Appendixes give (1) characteristics of the families, (2) organization and classification of instructional groups, (3) data guide, and (4) recommendations of the President's Panel on Mental Retardation. A bibliography lists 151 entries. This book was published by Charles C Thomas, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $6.75. (DF)

ABSTRACT 10388

EC 01 0388 ED 015 599
Publ. Date 64
Ross, Alan O.
The Exceptional Child in the Family, Helping Parents of Exceptional Children.
EDRS not available

Descriptors: exceptional child services; counseling; family (sociological unit); parents; parent attitudes; parent counseling; parent child relationship; adoption; behavior; case records; children; family counseling; emotionally dis-

turbed; family involvement; family relationship; gifted; handicapped children; mentally handicapped; parent role; physically handicapped; adopted children

Adjustments parents make when an exceptional child is included in the family structure is the focus of this book. The dynamics of family interaction are described. The family as a social system is defined, and roles of family members are discussed. Parental attitudes and behaviors are presented as closely related to adjustment of the exceptional child in the family. There are descriptions of some of the common psychological defenses used by parents as they attempt to adjust to a child with a defect. The aim and procedures of counseling parents of exceptional children and the principles and purposes which apply to interviewing parents and establishing an acceptable relationship between counselor and parents are explained. The influence of exceptional children (mentally retarded, sensory defective or physically handicapped, emotionally disturbed and mentally ill, gifted, and adopted) on the family organization are presented. The final sections include a case history, an annotated bibliography of 21 selected guides for parents, and a 159-item reference list. This document is available from Grune and Stratton, Inc., 381 Park Avenue South, New York 16, New York, for $6.75. (UM)

ABSTRACT 10442

EC 01 0442 ED 015 601
Publ. Date 63
Ratchick, Irving; Koenig, Frances G.
Guidance and the Physically Handicapped Child. Professional Guidance Series Booklets.
EDRS not available

Descriptors: exceptional child education; counseling; handicapped children; guidance; regular class placement; identification; community services; referral; teacher responsibility; ancillary services; classification; teacher role; parent role; student placement; enrichment

Chapters on identifying the handicapped, planning for the handicapped, the roles of parents and teachers, enrichment of educational programs through the arts, vocational planning, and sources of help for the handicapped are contained in this booklet. Appendixes provide (1) general clinical classification and definitions of various handicapping conditions, (2) a chart which gives basic facts about handicaps and is subdivided into categories of classification, progress, description, and related information, (3) factors to consider when placing the handicapped, and (4) resources (government agencies, service clubs, agencies concerned with specific handicaps, general health agencies, youth groups, and veterans groups) which provide a variety of services for the handicapped. A 17-item bibliography is included. This document is available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60610, and is available for $1.50. (GB)

ABSTRACT 10602

EC 01 0602 ED N.A.
Publ. Date 67 272p.
Arthur, Julietta K.
Employment for the Handicapped; A Guide for the Disabled, Their Families, and Their Counselors.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 32702 ($5.95).

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunities; government employees; job training; educational programs; college attendance; attitudes; homebound; self employment; directories

Written to serve as a resource for the disabled, their families, counselors, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the pros and cons of college, meeting the employer halfway, whether or not to tell about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (JD)

ABSTRACT 10603

EC 01 0603 ED N.A.
Publ. Date 66 5p.
Varwig, Renate
Social Considerations in the Care of the Preschool Hearing Handicapped Child.
Health Center For Children, Vancouver, British Columbia, Social Service Department;
American Academy Of Pediatrics, Vancouver, British Columbia
EDRS not available
Audecibel; V15 N4 P143-4, 146-8 Fall 1966
Reprinted From The Volta Review, June 1965; Paper Presented At A Symposium, Disorders Of Communication (Vancouver, British Columbia, 1962).

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; family (sociological unit); deaf; children; emotionally disturbed; preschool children; parent attitudes; parent child relationship; problems; social problems; anti social behavior; parent counseling

Deaf children have a higher incidence of emotional disturbances and behavior deviations than do children with normal hearing. If a child's hearing loss is not recognized as such, his inability to respond may be interpreted as naughtiness or stubbornness. Parental attitudes toward deaf children range from overprotectiveness to denial of existence of the handicap, complete indifference to the child, or frank hostility. Parents must have the opportunity to ask questions and resolve their mixed feelings so that they may see their offspring as children first, instead of focusing on the handicap. Personality and environmental factors which determine the ability of parents to accept the handicapped child are emotional maturity, intellectual capacity, stability of marriage, and absence or presence of social handicaps. In some homes the presence of the hearing handicapped child is just one of many problems such as unemployment, ill health, and poor housing. Social and emotional problems put an added strain on parent-child relationships. The outcome of any training program depends on the parents' feelings toward the child and their ability to use constructively help offered by the clinic. Therefore, a psychosocial assessment is necessary, and the social worker is essential to the diagnostic-therapeutic team. (JB)

ABSTRACT 10662

EC 01 0662 ED N.A.
Publ. Date (65) 134p.
Cegelka, Walter J.
Readings in Counseling Parents of Exceptional Children.
EDRS not available
Selected Academic Readings, Inc., College Division, 830 Broadway, New York, New York 10003.

Descriptors: exceptional child education; counseling; family (sociological unit); children; parent counseling; mentally handicapped; gifted; underachievers; emotionally disturbed; speech handicapped; aurally handicapped; visually handicapped; physically handicapped; minimally brain injured; deaf; blind; cerebral palsy; stuttering; learning disabilities

Eighteen articles, collected and reprinted from 10 different journals dating from 1945 to 1965, treat counseling procedures and problems in dealing with parents. Counseling of parents whose infants or older children may be retarded, gifted, underachievers, emotionally disturbed, stutterers, deaf, blind, cerebral palsied, or brain injured is discussed. Among methods mentioned are parent-teacher conferences, psychotherapy for parents, group counseling, therapy, and consultation. (DF)

ABSTRACT 10666

EC 01 0666 ED N.A.
Publ. Date Feb 68 3p.
Casse, Robert M., Jr.
The Professional's Responsibility in Aiding Parental Adjustment.
Baton Rouge Association For Retarded Children, Louisiana
EDRS not available
Mental Retardation; V6 N1 P49-51 Feb 1968

Descriptors: exceptional child education; mentally handicapped; counseling; family (sociological unit); parents; parent counseling

A social worker considers adjustment by parents of a retarded child. Requirements for the initial interview are listed and defense mechanisms parents use in dealing with a crisis situation are described. The parents' need for professional help of obstetricians, pediatricians, nurses, and educators is delineated; ways to meet this need are explored. Suggestions are made for parental assessment and reassessment of their retarded child. (SN)

ABSTRACT 10688

EC 01 0688 ED N.A.
Publ. Date 67 4p.
Higginbotham, Jerry L.
Interpreting Mental Retardation to Parents of Children Having General Learning Disability.
St. Louis Special School District, Missouri
EDRS not available
Special Education; V41 N3 P15-8 1967

Descriptors: exceptional child education; mentally handicapped; counseling; family (sociological unit); parents; parent counseling; parent child relationship; responsibility; children

The need for interpreting mental retardation and its implications to parents is discussed. Mentioned are the inadequacy of reporting diagnosis and recommending school placement and the importance of early and continuing counseling. The use of the term general learning disability is proposed, and seven suggestions for followup counseling are offered. A bibliography cites eight items. (JD)

ABSTRACT 10836

EC 01 0836 ED 002 845
Publ. Date 59 109p.
Harris, Dale B.; Shechtman, Audrey
A Study of the Modification of Parental Attitudes toward an Understanding of Mentally Retarded Children.
Minnesota University, Minneapolis, Institute Of Child Development
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-7774 CRP-365

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); counseling; family counseling; mental retardation; family problems; parent attitudes; day care services; small group instruction; parent education; group therapy; trainable mentally handicapped

The effect of contact with personnel of a day care center was compared with various methods of counseling in assisting parents of trainable retarded children to adjust to the family problems created by the retardation. Major objectives were as follows: to compare attitude change among parents who obtain counseling through incidental contacts with personnel in a day center and through a small group discussion meeting held regularly at the day care center; to compare attitude change among students whose parents were subjected to the varying counseling patterns; to compare factual information gains among the three parent groups; and to analyze the change among parents in the three groups in relation to the personality of the parent, the parent's level of education, and the severity and type of defect of the child. The findings were essentially negative. No evidence could be developed that one method was superior to others, or, indeed, that any group showed significant gain on any information, attitude, or skill variable. Nevertheless, the indirect evidence acquired seemed significant. Parents seemed to benefit in self feeling and self attitude through agency contact. More lengthy contact between agencies and parents was therefore recommended. (JL)

ABSTRACT 10852

EC 01 0852 ED 003 526
Publ. Date 63 80p.
Klein, Malcolm W.
An Experimental Evaluation of Audio-Visual Methods: Changing Attitudes Toward Education.
John Tracy Clinic, Los Angeles, California
EDRS mf,hc
OEG-704002

Descriptors: exceptional child research; aurally handicapped; audiovisual instruction; family (sociological unit); deaf; hard of hearing; children; parent attitudes; parent education; parent conferences; questionnaires; participant characteristics; attendance; evaluation; instructional materials

The basic objective of this research was to evaluate the effectiveness of a particular audiovisual program on the attitudes and information levels of parents of young deaf and hard of hearing children. The program was composed of one longer introductory film and record and 18 film-record units in two series, i.e., the information series in which a didactic approach was used to teach the concepts and techniques used in the John Tracy Clinic, and the parent attitude series in which the Clinic's concepts of child rearing and family relations were illustrated by examples. The parent attitude series (the star version) was narrated by well known movie and television personalities, while the information series (the expert version) used fictitious professionals as narrators. for 10 weeks, on a nationwide basis, 47 self-organized groups of parents (average number was less than 10) met each week to view two films, listen to two records, and discuss the materials. The materials were presented in four modes, all of one series before the other, or with one another. The research further asked whether different orders of presentations of these materials would differentially affect levels of information and attitude change, and whether levels of information and attitude change would prove to be a function of prior experience and personality characteristics. Instruments were four parent-completed questionnaires (group assignment, before, after, and delayed after). Findings indicated that the materials successfully increased information levels and affected some positive change in attitudinal positions, though in the case of the latter a certain amount of backsliding was evident. However, type of narration and order of presentation did not differentially affect these changes. Attendance and selected background characteristics proved to be significantly related to the observed attitude and information change. The mechanics of making the audiovisual materials, questionnaires used, descriptions of the films, and the results (seven tables, 10 figures) are included. (GD)

ABSTRACT 10857

EC 01 0857 ED 019 772
Publ. Date 65
Gowan, John Curtis, Ed.; Demos, George D., Ed.
The Guidance of Exceptional Children, a Book of Readings.
EDRS not available
David McKay Company, Inc., New York, New York 10013 ($3.95).

Descriptors: exceptional child research; counseling; vocational rehabilitation; guidance; gifted; underachievers; emotionally disturbed; mentally handicapped; blind; deaf; speech handicapped; hard of hearing; physically handicapped; special health problems; self concept; behavior change; cerebral palsy; vocational counseling; identification; sheltered workshops; research projects; academic achievement; parent attitudes; student attitudes; psychoeducational processes; slow learners

A compilation of 62 readings, the book considers the guidance of exceptional children. An overview section presents papers dealing with self concept, vocational rehabilitation, behavior modification, and the guidance counselor. Included in a section on gifted children are articles about career requirements of gifted children and parents, counseling and guidance, and creativity. A section on underachievers discusses the underachieving gifted child, achievement, and nonachievement and counseling. Emotionally disturbed children are discussed in terms of identification, vocational counseling, psychoeducational processes, and a directed activity program. Articles about the mentally retarded deal with counseling, prevocational evaluation, vocational planning, curriculum, tutorial counseling, and parent group meetings. The section on rehabilitation of mentally retarded youth provides readings about placement, sheltered workshops, determining employability, and philosophy and recommendations of the President's Panel on Mental Retardation. Readings about the blind discuss helping a physically disabled friend, predicting manual work success, counseling, and placement The section on the deaf and speech handicapped presents readings about the relationship of parental attitudes to speech problems, predicting school achievement in deaf children, counseling (including the hard of hearing), and a talk with parents. The miscellaneous physically handicapped

section discusses aspects of cerebral palsy, family adjustment, cardiacs, counseling, education, and vocational rehabilitation. An annotated list of suggested readings follows each section. (MY)

ABSTRACT 10928

EC 01 0928 ED 026 772
Publ. Date Oct 67 14p.
Luterman, David M.
A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report.
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; parent education; preschool children; parent participation; hearing therapy; language development; deaf; group discussion; tutoring; behavior change; parent attitudes; speech instruction; staff orientation; evaluation needs; counseling instructional programs; Tracy Correspondence Course

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, age 18 months to 3 1/2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their intitial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist. (RP)

ABSTRACT 10960

EC 01 0960 ED N.A.
Publ. Date Dec 67 6p.
Calvert, Donald R.; Baltzer, Susanna
Home Management in a Comprehensive Preschool Program for Hearing Impaired Children.
San Francisco Hearing And Speech Center, California, Preschool Program For Hearing Impaired Children
EDRS not available
Exceptional Children; V34 N4 P253-8 Dec 1967
Paper Presented At The 45th Annual International CEC Convention (St. Louis, Missouri, 1967).

Descriptors: exceptional child education; aurally handicapped; preschool children; family (sociological unit); home programs; home visits; professional services; family counseling

The San Francisco Hearing and Speech Center's preschool program for hearing impaired children is described. Approaches to home management used by the center are discussed, consisting of talks with parents, demonstrations, active participation in learning tasks by parents, a modified correspondence course, a lending toy bank, and home visits. Advantages of the home visit program include the fact that the home is the natural environment of the child and the mother, and the facts that coordination results from teacher-parent familiarity with the environmental situation and sounds in which each language is developed, contact extends to others in the home and community, and tiring trips to the center are avoided. The ability to test results of counseling, discover new techniques, and impart a sense of importance to parent effort are advantages to the center. The question of the frequency duration pattern of home visits for maximum efficiency is discussed and the program's solution given. The problems of a home visit program considered include lack of standards, obtaining personnel trained for home visits, and funding. (SN)

ABSTRACT 11257

EC 01 1257 ED N.A.
Publ. Date Jun 69 4p.
Terdal, Leif; Buell, Joan
Parent Education in Managing Retarded Children with Behavior Deficits and Inappropriate Behaviors.
Oregon University Medical School, Portland, Crippled Children's Division
EDRS not available
Mental Retardation; V7 N3 P10-3 Jun 1969

Descriptors: exceptional child education; mentally handicapped; parent education; behavior problems; home visits; parent participation; clinical diagnosis; reinforcement; behavior change

This article describes a behavioral program in which parents are taught to provide a special environment for their handicapped children. In each case goals are individualized to fit the problems and needs of the child and family. The parent is first encouraged to identify goals. These may include eliminating inappropriate behaviors and/or developing skills in their child. Through demonstrations and work with their own child, parents observe and practice principles of reinforcement and shaping. (Author)

ABSTRACT 11329

EC 01 1329 ED 024 162
Publ. Date 60 74p.
Farber, Bernard And Others
Family Crisis and the Decision to Institutionalize the Retarded Child. CEC Research Monograph, Series A, Number 1.
Illinois University, Urbana, Institute For Research On Exceptional Children; Illinois University, Urbana, Department Of Sociology;
Council For Exceptional Children, Washington, D. C.
Illinois Department Of Public Welfare, Springfield, Psychiatric Training And Research Fund
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); attitudes; trainable mentally handicapped; family background; custodial mentally handicapped; family structure; parent attitudes; parent reaction; marital status; educational background; socioeconomic status; placement; decision making; ecological factors; religious factors; social status; siblings; cultural factors

A case study was made by interviewing 268 couples who had at home a child they considered severely mentally retarded (IQ 50 or below, age 15 or below). Three kinds of effect were investigated, including general effect, effect of social setting (variables being social-psychological, social-organizational, and demographic-ecological), and joint effect. Results on the nature of family crisis indicated that in families with high early marital integration, the extent of initial impact of retardation on the husband was inversely related to the current degree of integration, and in the remaining families no such relationship was found; mothers were more willing to place a retarded boy who was an oldest child than one who was an only child; retarded boys had a greater impact on fathers initially and on mothers currently; and, especially for husbands, current impact tended to vary directly with initial impact. Results concerning the parents' willingness to institutionalize the child revealed that the higher the social status, the greater the relative willingness of the husband as compared with that of the wife; in high status families, willingness varied directly with the number of normal children in the family; and the lower the social status, the greater the relative willingness of mothers of retarded boys as compared with mothers of retarded girls. (JD)

ABSTRACT 11339

EC 01 1339 ED 019 808
Publ. Date Nov 66 4p.
Gelhart, Robert P.
A Bibliography on Mental Retardation, Family Attitudes. Number II.
Colorado State College, Greeley, Rocky Mountain SEIMC
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); family relationship; family attitudes; parent attitudes; parent reaction; research projects; bibliographies; mental retardation

Thirty-eight books and articles are cited in this bibliography on family attitudes toward mental retardation. Dating from 1938 to 1965, the items listed consider parent adjustment and acceptance in the family crisis of mental retardation. Several entries treat marital integration, sibling relationships, institutionalization, and home care. A companion bibliography of 105 items on the general topic of mental retardation is also available. (JD)

ABSTRACT 11346

EC 01 1346 ED 002 804
Publ. Date Apr 62 148p.
Leichman, Nathan S.; Willenberg, Ernest P.
Parent Attitudes in Rearing Mentally Retarded Children.
California State Department Of Education, Sacramento
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-7146 CRP-175

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; mental retardation; children; parent child relationship; parent responsibility; child rearing; family problems; factor analysis; motivation techniques; rewards; parent education; interviews; educable mentally handicapped; trainable mentally handicapped; parent school relationship; self evaluation; attitudes

Positive and negative aspects of rearing mental retardates were identified and measured during this study by examinations of parental attitudes and how these attitudes often affect the daily behavior and learning readiness of children while in school. Behavioral factors of the individual child were analyzed and compared with statistics covering family status and stability, and both considerations were investigated as relative contributors to parental attitude. The sample was drawn from parents of 400 mentally retarded children, varying in mental ability and family-school environments and representing a wide range of social, economic, and cultural influences. The data were gathered through direct interviews with the parents. Findings indicated that most pertinent in an index of family acceptance or integration were those qualities in the parents themselves related to high self esteem, low child rearing anxiety, low sex anxiety, high husband-wife agreement on child rearing techniques, low feelings of self blame, and high affectional interchange between the child and both parents. Further research was indicated in the areas of parent counseling and parent-school interaction and cooperation. (JH)

ABSTRACT 11368

EC 01 1368 ED N.A.
Publ. Date 63 195p.
Davis, Fred
Passage Through Crisis; Polio Victims and Their Families. An Advanced Study in Sociology.
EDRS not available
Bobbs-Merrill Company, Inc., Publishers, 4300 W. 62nd Street, Indianapolis, Indiana 46206 ($2.95).

Descriptors: exceptional child research; physically handicapped; family (sociological unit); attitudes; adjustment (to environment); family attitudes; family life; family problems; parent child relationship; orthopedically handicapped; diseases; clinics; physical therapy; adjustment problems; social attitudes; parent attitudes; stress variables; medical evaluation; psychological patterns; hospitalized children; poliomyelitis

Fourteen families were studied in a psychiatric setting during the period when one of their children was adjusting to the serious illness of poliomyelitis and the families were experiencing the social-psychological impact of the illness. The children (eight boys and six girls, aged 4 to 12) and the families were studied longitudinally for 18 to 24 months with a variety of medical, psychological, and sociological methods. Stages of the crisis experience common to all cases and delineated through parental anecdotes were prelude, warning, impact, and inventory. Parental perspectives on recovery of the child shifted from a highly optimistic shortterm outlook to a longer perspective that permitted conceptions short of full recovery. Parents were often not informed or misinformed about the amount of irreducible residual paralysis; sustenance of parental optimism after the child came home depended on the child's physical and functional progress. Role performances and relationships within the family were studied; and despite stress, the families did not profoundly change their life schemes but clung to sameness. Coping with negative meanings imputed to visible physical handicaps in society took two forms, either making light of these meanings or withdrawing from social contacts. (DF)

ABSTRACT 11382

EC 01 1382 ED N.A.
Publ. Date 66 56p.
Kramm, Elizabeth R.
Families of Mongoloid Children.
Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CB-401-1963
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); family relationship; mongolism; family problems; parent attitudes; interviews; community attitudes; residential care; parent counseling; behavior problems; child rearing; identification

The interview responses of parents of 50 mongoloid children are presented and discussed. The parents' statements explain when and how they learned the child was a mongoloid and describe the child in the home and in the neighborhood with regard to traits, behavior, and discipline, explaining the child's acceptance by grandparents, brothers and sisters, and neighbors, fears about sexual maturity, and meeting special needs. Aspects of the future are discussed by parents of children on the waiting list for institutional placement and by parents of children not on the list; patterns of the two groups are defined. Responses concerning the effect on the parents treat marital closeness, family planning, social activities, and personal attitudes. Implications of the study involve information programs, initial counseling, guidance in supervision, services, institutionalization, and research. Two tables and 53 selected references are provided. (LE)

ABSTRACT 11407

EC 01 1407 ED N.A.
Publ. Date 66 171p.
Stress on Families of the Mentally Handicapped, 3rd International Congress (Paris, France, March 21-26, 1966).
International League Of Societies For The Mentally Handicapped, Brussels, Belgium
EDRS not available
Ligue Internationale Des Associations D'Aide Aux Handicapes Mentaux, 12, Rue Forestiere, Bruxelles 5, Belgium.

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); mental retardation; parent counseling; family life; family problems; boarding homes; self concept; religious factors; child development; counseling; social services; day care services; institutions; financial support; community attitudes; changing attitudes; public opinion; family relationship

Fourteen papers in English, French, or German, each with a summary in all three languages, consider mental retardation and family stress. Papers on the following are provided: breaking the news, developmental stresses on families of the mentally handicapped, problems of the retarded when their parents age, and attitudes of the retarded person toward himself. Also considered are respect for life, spiritual welfare, counseling, social provision, financial help, public acceptance of the mentally retarded child, the role of parent associations, and research and the future. A conference introduction, summary, and conclusion are included. (JD)

ABSTRACT 11432

EC 01 1432 ED N.A.
Publ. Date Mar 69 8p.
Marshall, Nancy R.; Goldstein, Steven G.
Imparting Diagnostic Information to Mothers: A Comparison of Methodologies.
Oregon University Medical School, Portland
EDRS not available
Journal Of Speech And Hearing Research; V12 N1 P65-72 Mar 1969

Descriptors: exceptional child research; speech handicapped; parent counseling; mothers; speech evaluation; clinical diagnosis; feedback; audiovisual aids

This study sought to evaluate maternal understanding of information obtained during a diagnostic consultation by mothers of speech-handicapped children as a result of two replay procedures: Video Tape Replay (VTR) and Audio Tape Relay (ATR). A 35-item list (Communication Behavior Scale; CBS) of developmental levels in speech and language was constructed and validated. It consisted of items classified under the following variables: verbal comprehension, verbal communication, articulation ability, and intellgibility of speech. One hundred twenty mothers of speech-handicapped children were divided into three groups of 40 each. All subjects completed the CBS before and after they were seen by the diagnostician, a speech pathologist. Group I received only the regular diagnostic consultation from the speech pathologist; Group II (VTR) saw the entire diagnostic consultation again by video-tape replay; and Group III (ATR) heard the entire diagnostic consultation again by tape recording. Statistically significant differences were found for all four variables between control and experimental groups. With one exception, no differences were found between the experimental groups. The implications of mechanical feedback and its utility in the diagnostic or research setting are discussed. (Author)

ABSTRACT 11470

EC 01 1470 ED N.A.
Publ. Date Jan 68 8p.
Baldwin, Joseph W.
Troubled Child, Troubled Family.
EDRS not available
Elementary School Journal; V68 N4 P172-9 Jan 1968

Descriptors: exceptional child services; emotionally disturbed; family problems; family counseling; group therapy; family relationship; communication (thought transfer); parent attitudes; behavior problems

Reasons for the school behavior of disturbed children are discussed as is the value of assessing family communication for improved understanding of such behavior. Also considered are conjoint family diagnosis and treatment, the school's obligation, and the student as symptom carrier. The family is described in terms of its guiding rules, its communication process, and nonverbal communication, and the history of its behavior. The student's school behavior is explained as having both message and meaning, being interrelated with that of his family, and functioning as a symptom of blocked growth. (JD)

ABSTRACT 11477

EC 01 1477 ED N.A.
Publ. Date Dec 67 2p.
Gust, Tim
Concerns of Parents of Handicapped College Students.
EDRS not available
Exceptional Children; V34 N4 P275-6 Dec 1967

Descriptors: exceptional child research; handicapped children; parent attitudes; parent counseling; educational facilities; college students; college environment; peer acceptance; employment opportunities

A questionnaire completed by 39 sets of parents of handicapped college students indicated that the parents were most concerned with the following: architecturally modified facilities and their children's physical ability to move about; acceptance their children would find in educational, social and employment activities; and their children's unsupervised, independent functioning and equal employment opportunities. The findings thus suggested that professional workers dealing with parents of handicapped students at the precollege level should give the parents more information in these areas and in parent child relationships. (LE)

ABSTRACT 11492

EC 01 1492 ED N.A.
Publ. Date Jun 68 6p.
Zook, Linn; Unkovic, Charles
Areas of Concern for the Counselor in a Diagnostic Clinic for Mentally Retarded Children.
Lucas County Diagnostic And Evaluation Clinic For Retarded Children, Ohio;
Florida Technological University, Orlando, Department Of Sociology
EDRS not available
Mental Retardation; V6 N3 P19-24 Jun 1968

Descriptors: exceptional child services; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; clinical diagnosis; parent counseling; counseling effectiveness; parent reaction; learning characteristics; custodial mentally handicapped

The necessity for counselors to discuss the nature and extent of a child's retardation while assisting the child's parents to accept its reality so that they can take effective action is discussed. The possibility of building to acceptance of retardation by misinformation or misunderstanding is mentioned and concrete information and explanation is advised to avoid selective perception which distorts diagnostic interpretations. Definitions of developmental levels and techniques used in presenting them to the parent are given. Use of mental age is discussed and a chart of a child functioning at half the normal level is provided which illustrates the decrease of functional level versus normal chronological age with increase of age. Use of brief, nonstructured observations of parent-child interaction are described as an advantageous use of limited time and a useful supplement to conventional information collecting techniques better to know how to present findings and advice in child rearing to parents. Selected illustrative case reports are presented and three references given. (TL)

ABSTRACT 11519

EC 01 1519 ED 029 419
Publ. Date Jul 68 33p.
Lowell, Edgar L.
Home Teaching for Parents of Young Deaf Children. Final Report.
John Tracy Clinic, Los Angeles, California
Office of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-14-0000-1014
BR-5-0362

Descriptors: exceptional child research; aurally handicapped; parent education; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech clinics; Boone Infant Speech and Language Development Scale; John Tracy Clinic

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs. (RJ)

ABSTRACT 11540

EC 01 1540 ED 029 442
Publ. Date 15 Dec 68 227p.
Walder, Leopold O. And Others
Teaching Parents and Others Principles of Behavioral Control for Modifying the Behavior of Children. Final Report.
Institute For Behavioral Research, Inc., Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024 P-III
BR-5-0402

Descriptors: exceptional child research; behavior change; handicapped children; parent participation; operant conditioning; behavior problems; family problems; parent counseling; parent role; reinforcement; group discussion; sensitivity training; individual counseling; video tape recordings; parent child relationship; program evaluation; rewards; home visits; case studies (education)

A program to teach behavioral analysis principles and applications to parents and other caretakers of disturbing children (normal, retarded, neurotic, psychotic, and others) was developed while serving 50 families. A nine-family study was then done comparing three 12-week treatments (minimum contact 1, nonoperant 1, and operant 1) in terms of therapeutic process and outcome. A second 12-week treatment period 3 weeks after the first was designed, in part, to offer operant 2 to the six families who had not received operant in treatment period 1. Three measurement periods occurred: one before treatment 1, one after treatment 1, and another after treatment 2. Process data were collected during all treatment periods; and outcome data, based on objective ratings of videotapes of parent-child interactions and parents' psychological test performances were collected during all measurement periods. Children in all groups improved in general behavior categories and in specific-to-each-family categories. Operant groups seemed better but there were not enough cases for statistical significance. The psychological tests of the six operant-only parent pairs improved more than did the three nonoperant-then-operant parent pairs. Recommendations for further research and applications are presented. (Author/JD)

ABSTRACT 11660

EC 01 1660 ED N.A.
Publ. Date 68 445p.
Barsch, Ray H.
The Parent of the Handicapped Child; The Study of Child-Rearing Practices. American Lecture Series.
Easter Seal Development Center, Milwaukee, Wisconsin
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
P-M-3750
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($11.50).

Descriptors: exceptional child research; handicapped children; family (sociological unit); child rearing; rating scales; minimally brain injured; blind; cerebral palsy; deaf; mongolism; demography; parent attitudes; identification; communication (thought transfer); self care skills; discipline; sex education; community relations; parental aspiration; religion

A report of a 3-year study of the parents of blind, deaf, mongoloid, brain injured, and cerebral palsied children investigates child rearing practices. The data collection process and the demography of the five populations are discussed. Information is also provided on the following: identification and early infancy; patterns of communication; toilet training; rest and sleep; restrictions, demands, and allowances; sex behavior; sibling attitudes and family limitation; community relations; schooling and parental aspirations; discipline; religion; and parent perceptions and attitudes. The handicapped ranking scale is described, and a summary, critique, and proposals are given. The appendix includes parent questionnaires and behavioral rating scales. (RJ)

ABSTRACT 11757

EC 01 1757 ED N.A.
Publ. Date Feb 67 6p.
Wildman, Peggy Riggs
A Parent Education Program for Parents of Cerebral Palsied Children.
EDRS not available
Cerebral Palsy Journal; V28 N1 P9-14 Jan-Feb 1967

Descriptors: exceptional child education; physically handicapped; mentally handicapped; cerebral palsy; course organization; community programs; parent education; etiology; child rearing; child development; behavior change; community services; school programs; recreation; adults; religion; discipline; psychological needs

A course outline for an education program for parents of cerebral palsied children includes nine units on causes and effects of cerebral palsy, emotional needs of the child, techniques of habit training, developmental stages of normal and mentally retarded children, discipline of the retarded, the school program, recreation and religion, facilities available within the community and adult needs and prospects for the cerebral palsied. Each unit suggests methods of presentation and questions for small group discussion, and also lists teaching aids and resource materials. The need for yearly evaluation of the program is noted. (GB)

ABSTRACT 11775

EC 01 1775 ED N.A.
Publ. Date Feb 68 5p.
Horton, Kathryn Barth
Home Demonstration Teaching for Parents of Very Young Deaf Children.
Bill Wilkerson Hearing And Speech Center, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Volta Review; V70 N2 P97-101, 104 Feb 1968

Descriptors: exceptional child education; aurally handicapped; learning; family (sociological unit); language; deaf; preschool children; parents; parent child relationship; parent participation; clinical diagnosis; evaluation techniques; language development; flexible scheduling; hearing clinics; home instruction; Home Demonstration Teaching Program for Parents of Very Young Deaf Children

The home demonstration teaching program reported was developed by the Bill Wilkerson Hearing and Speech Center to allow parent participation in the training of very young deaf children. Facets discussed are making the preliminary audiological and social evaluation, scheduling the child and his parents for regular visits to the Center, and teaching parents and children through demonstration and participation how everyday activities can be utilized for the benefit of the child's language development. Also considered are periodic evaluation by audiologists of the children's sensitivity and discrimination levels, the importance of early detection and assessment of the hearing impairment, and the use of the normal sequence of listening experiences and natural language development. The participating children and parents, and the success of the program are described. (JB)

ABSTRACT 11794

EC 01 1794 ED N.A.
Publ. Date 68 3p.
Abbott, Gwen
The Young Deaf Child as Part of the Family Unit.
London University, England, Institute Of Education
EDRS not available
Institute Of Education, London University, London, England.
Read At The Conference On Some Sociological Aspects Of Deafness (London, October 12, 1968).

Descriptors: exceptional child services; aurally handicapped; parent counseling; family problems; parent attitudes; teacher role; child rearing

Patterns and characteristics discovered in the homes of deaf children through visits by peripatetic teachers of the deaf are discussed. Problems mentioned are the following: the strain and pressure the family experiences in caring for the handicapped child; over-protection of the deaf member; rejection of the deaf child; over anxious parents who give the child preferential treatment; and neglect of hearing siblings who often resent the special attention given the deaf child or who are forced to assume the burden of responsibility. The suggestion is made that these family units are likely to need expert help and guidance which can be provided by the peripatetic teachers. (GD)

ABSTRACT 11843

EC 01 1843 ED N.A.
Publ. Date 67 3p.
Jordan, Elizabeth C.
The Role of the Teacher in the Rehabilitation of the Atypical Child: Presentation.
EDRS not available
Devereux Schools Forum; V4 N1 P42-4 Spr-Sum 1967

Descriptors: exceptional child education; mentally handicapped; parent teacher conferences; parent counseling; parent attitudes

An interview between a special class teacher and the parents of a mentally handicapped student is related. The parents' questions and lack of acceptance are described as are the teacher's understanding and referral of the parents to the school social worker or to other therapists. (SN)

ABSTRACT 11894

EC 01 1894 ED N.A.
Publ. Date Jan 67 7p.
Meyerowitz, Joseph H.
Parental Awareness of Retardation.
EDRS not available
American Journal Of Mental Deficiency; V71 N4 P637-43 Jan 1967

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; parent attitudes; parental aspiration; regular class placement; special classes; parent reaction; identification

One hundred twenty educable mentally handicapped children (IQ's 60 to 85) were randomly placed in either regular first grade or special education classrooms. Sixty normal first graders (IQ's 90 to 110), matched by family socioeconomic status, served as controls. Questions asked of parents at three points during the child's first 2 school years focused upon awareness of mental deficiency and its implications for the child's future. Parents of retarded children indicated that their children had responded in an immature manner to their environment and were expected to complete fewer years of schooling; however, they held life goals and occupational expectations for their children which did not differ from those held by parents of normal children. Parents of retarded children in special classes manifested greater awareness of their children's deficiency than did parents of retarded children in regular classes. At the end of the 1st and 2nd years, when parents compared their children with others along six academic dimensions, the control parents responded differently from parents of retarded children, but the two groups of parents of the retarded did not differ significantly. At the end of the 1st year, when parents compared their children in social areas, no significant differences were found. Thus, parents of the retarded accepted middle class occupational respectability, but rejected the schools as a means to this end and also rejected evaluations of their children made by the school. (TL)

ABSTRACT 12001

EC 01 2001 ED N.A.
Publ. Date May 66 5p.
Mayer, Joseph
Difficulties in Handling the Human Element in the Psychological Evaluation of Blind Children.
Harvard University Medical School, Cambridge, Massachusetts, Department Of Psychiatry
EDRS not available
International Journal For The Education Of The Blind, Inc.; V15 N3 P97-101 May 1966

Descriptors: exceptional child education; visually handicapped; blind; attitudes; perception; psychological evaluation; partially sighted; parent attitudes; childhood attitudes; referral

The perceptions, feelings and attitudes of the four human elements in the psychological evaluation of blind children are discussed. The human elements are the child being evaluated, the examiner, the referring person, and the parents. The congenitally blind child perceives the world differently because of his unusual developmental state. The partially sighted or traumatically blinded child must function in a sighted world, where learning is now more difficult. His attitudes, obtained partly from society and parents, may include fear, rejection, passivity, and denial. The examiner's attitude toward blindness may handicap an objective evaluation of the child; he may tend to overestimate the child's capabilities, attribute all pathology to the blindness, and offer unwise sympathy and false hopes. The parents and the source of referral, which frequently are the same, are viewed as elements which often desire evidence from an evaluation to support conclusions they would like reached. Five references are given. (KH)

ABSTRACT 20041

EC 02 0041 ED 002 992
Publ. Date 64 95p.
Ohlsen, M. M.
Appraisal of Group Counseling for Underachieving Bright Fifth Graders and Their Parents.
Illinois University, Urbana, College Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-933

Descriptors: exceptional child research; gifted; counseling; achievement; group relations; group dynamics; program evaluation; underachievers; experimental programs; group counseling; family relationship; parent child relationship

A method of principal actor role classification was used to examine the interaction of a group of bright, underachieving fifth graders. In this method, the person who was the center of the group's attention at any given time (by either verbal or nonverbal behavior) was termed the principal actor. Observers classified the verbal contributions of the principal actor in 28 principal actor roles and the responses of group members in four response categories. Analysis of the interaction record provided an indication of response patterns of individuals both to principal actor roles and to other individuals. Parents of the children also met for group counseling. Although most of the predicted changes in the students did not occur, unsolicited reports from group participants indicated significant improvement in family relations which resulted in significant improvement in some of the children. The classification process was investigated further to determine the accuracy of verbal classifications made from tape recordings of the group sessions by comparison with classification based on kinescopes of the sessions. (AL)

ABSTRACT 20102

EC 02 0102 ED N.A.
Publ. Date Aug 66 3p.
Olshansky, Simon
Issue at Point; Parent Responses to a Mentally Defective Child.
EDRS not available
Mental Retardation; V4 N4 P21-3 Aug 1966

Descriptors: exceptional child services; mentally handicapped; community programs; parent counseling; community services; parent attitudes; parent child relationship; parent reaction; professional personnel; professional services; residential care

The problem of mental deficiency is considered in relation to the values of American culture; the family tragedy of mental deficiency is discussed; and the resulting chronic sorrow is described. Consideration is then given to the role of the professional, of concrete services, of scapegoats, and of institutionalization. (JD)

ABSTRACT 20114

EC 02 0114 ED N.A.
Publ. Date Dec 65 3p.
Wildman, Peggy Riggs
A Parent Education Program for Parents of Mentally Retarded Children.
EDRS not available
Mental Retardation; V3 N6 P17-9 Dec 1965

Descriptors: exceptional child education; mentally handicapped; parent education; etiology; emotional adjustment; child development; discipline; educational programs; recreation; religious education; community services; self care skills

A suggested course of study for an education program for parents of retarded children includes units on the following: causes and effects of retardation, emotional needs of the child, habit training, developmental stages of normal and mentally retarded children, discipline, the school program, recreation and religion, community facilities, and the future. (Author)

ABSTRACT 20394

EC 02 0394 ED N.A.
Publ. Date Sep 69 2p.
Fellendorf, George W.; Harrow, Icie
If I Had It to Do Over.....
EDRS not available
Exceptional Children; V36 N1 P43-4 Sept 1969
Based On A Paper Presented To The Annual International Convention, The Council For Exceptional Children (Denver, Colorado, April, 1969).

Descriptors: exceptional child research; aurally handicapped; parent attitudes; identification; parental aspiration

Questionnaires were mailed to 550 parents of hearing impaired children; 260

were returned. Sixty-five percent said that a good education was their biggest concern for their child at the time while 30% said their biggest concern was good speech. When asked about their biggest concern in the future, only 40% said a good education; 40% desired acceptance by others while 10% replied a good job and 10% stated good speech. Fifty-one percent indicated they felt satisfied after their first interview with a medical specialist concerning diagnosis; 81% were convinced they had a hearing handicapped child after seeing from one to three specialists; and more than 16% said a grandparent had first called attention to the possible impairment vs 5% who said the first suspicion was by a medical person. Conclusions were that parents need someone to whom they can talk about their concerns and needs. (RJ)

ABSTRACT 20396

EC 02 0396 ED N.A.
Publ. Date Dec 69 6p.
Radin, Norma
The Impact of a Kindergarten Home Counseling Program.
EDRS not available
Exceptional Children; V36 N4 P251-6 Dec 1969
Based On A Paper Presented At The Annual Meeting Of The Midwestern Psychological Association (41st, Chicago, Illinois, May, 1969).

Descriptors: exceptional child research; disadvantaged youth; kindergarten; preschool programs; parent counseling; intelligence level; able students; parent participation; supplementary education; Supplementary Kindergarten Intervention Program

Three matched groups of 12 disadvantaged, high ability students who had previously participated in a preschool program underwent differential kindergarten experiences. The variable producing both superior performance by the children on cognitive measures and a more stimulating home environment was found to be a parent counseling program. The youngsters showing the greatest gains on the Binet were those whose mothers had been intensely involved in the educative process at both the preschool and kindergarten level. (Author)

ABSTRACT 20495

EC 02 0495 ED N.A.
Publ. Date Mar 67 7p.
Ramsey, Glenn V.
Review of Group Methods with Parents of the Mentally Retarded.
EDRS not available
American Journal Of Mental Deficiency; V71 N5 P857-63 Mar 1967

Descriptors: exceptional child research; mentally handicapped; research reviews (publications); research needs; counseling; group counseling; parent counseling; group structure; research methodology; research design; research problems

Fifteen studies of the use of various group methods to help parents of retarded children are reviewed. The analysis covers recruitment and composition of groups, selection criteria for membership, group structure, type of leaders employed, size of groups, frequency and duration of session, problems considered, and reports of outcomes. Criticism is directed toward the design of most of the studies, especially the criteria for group membership, evaluation of results, and lack of control groups or followup studies. Suggestions are made for gathering information for future studies on taxonomic description of the population variables, group structure leaders, effective timing, and increased objectivity in measurement. Possible use of tape recordings, control groups, and followup studies are proposed. (TL)

ABSTRACT 20501

EC 02 0501 ED N.A.
Publ. Date 64 15p.
Wolff, Ilse S.
Nursing Role in Counseling Parents of Mentally Retarded Children.
Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
U. S. Department Of Health, Education, And Welfare, Welfare Administration, Children's Bureau, Washington, D. C. 20201.
Presented At The Third Biennial Meeting Of Public Health Nurses Working In Maternal And Child Health Programs For The Mentally Retarded (Children's Hospital, Los Angeles, California, May 27, 28, And 29, 1963).

Descriptors: exceptional child services; mentally handicapped; health personnel; adult counseling; parent attitudes;

Various aspects of parent counseling from the viewpoint of a public health nurse in home contacts are considered. Definitions of counseling are presented along with a rationale for approaching the problems of parents of mentally retarded children. The role of the nurse in relation to these problems is discussed and support through promoting communication, reassurance, supporting decisions, and the sharing of frailty are mentioned. (LL)

ABSTRACT 20628

EC 02 0628 ED 002 791
Publ. Date 60 588p.
Fliegler, Louis A.; Hebeler, Jean
A Study of the Structure of Attitudes of Parents of Educable Mentally Retarded Children and a Study of a Change in Attitude Structure. Volume I.
Syracuse University, New York, New York, Research Institute
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6408 CRP-018-VOL.1

Descriptors: exceptional child research; mentally handicapped; counseling; attitudes; family (sociological unit); educable mentally handicapped; parent attitudes; counseling programs; personality change; child rearing; changing attitudes; group counseling; parent counseling; personal adjustment

The attitudes of parents of educable mentally retarded children were studied, and the effectiveness of altering parental attitudes through time sequences of counseling was assessed. The project studied 60 fathers and 60 mothers who were divided into four groups, each group consisting of 15 fathers and 15 mothers. One group received intensive counseling for 1 week, one group participated in counseling once a month for 3 months, and one group participated in counseling for 6 months. The attitudes of parents involved in the study were measured by attitude tests, interviews, and personality tests administered before and after group sessions. Positive patterns of child rearing were found and parents tended to be more adjusted to the handicap and to educational goals than to community or neighborhood reaction to the child. Counseling seemed to have the effect of liberalizing attitudes toward retardation and personal adjustment. The longer the counseling period the more ideas on the general subject changed while short periods brought more changes on specific points. Although results showed great variability conclusions were that counseling has a selected effect on the attitudes and personality structure of parents and that group counseling can be beneficial. (JL)

ABSTRACT 20671

EC 02 0671 ED N.A.
Publ. Date Dec 63 152p.
Mental Retardation: A Family Crisis; The Therapeutic Role of the Physician.
Group For The Advancement Of Psychiatry, New York, New York, Committee On Mental Retardation
EDRS not available
RR-56
Publications Office, Group For The Advancement Of Psychiatry, 104 East 25th Street, New York, New York 10010.

Descriptors: exceptional child services; mentally handicapped; family (sociological unit); adjustment (to environment); parent counseling; physicians; counselor acceptance; emotional adjustment; family problems

Discussed in the text are the parents' emotional reactions to mental retardation, the physician's own reaction and his role in helping the parents to accept the diagnosis, and the child's emotional needs. Levels of retardation are defined. Appendixes include classifications, an 18-item reading list for physicians, and a 14-item reading list for parents. (LE)

ABSTRACT 20677

EC 02 0677 ED N.A.
Publ. Date May 69 3p.
Jacobs, Marjorie A.
The Professional Viewpoint: A Demonstration Home Program for Very Young Hearing Impaired Children.
EDRS not available
National Hearing Aid Journal; V22 N7 P11, 34-5 May 1969

Descriptors: exceptional child services; aurally handicapped; preschool children; preschool programs; hearing clinics; speech clinics; speech therapy; language instruction; parent participation

A demonstration home program is discussed which was developed so that parents and their preschool hearing impaired children could come into an informal homelike atmosphere for instruction. The program's purposes are presented: to aid in the early detection of auditory disorders; to help the child, by means of parent training; to develop communication skills; and to provide early training of residual hearing and evaluation of auditory acuity. Activities in the demonstration home are considered: utilization by the teacher of daily activities and routines as the basis for language experiences and demonstrations for parents of ways to help their child relate events of his environment to the spoken word. The provision of evening lectures which provide parents with information regarding hearing impairment is mentioned. (GD)

ABSTRACT 20952

EC 02 0952 ED 033 492
Publ. Date 69 37p.
Emerick, Lon
The Parent Interview; Guidelines for Student and Practicing Speech Clinicians.
EDRS not available
The Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 ($1.50).

Descriptors: exceptional child services; speech handicapped; parents; interviews; speech therapy; parent counseling; speech therapists; communication problems; clinical diagnosis

The importance and nature of the speech clinician's diagnostic interview with his client's parents are discussed; also discussed are factors preventing establishment of effective communication, including the clinician's fears and attitudes toward parents. An approach to interviewing is presented in terms of the goals of obtaining and giving information and providing release and support. Ways to improve interviewing are also suggested. (JD)

ABSTRACT 21164

EC 02 1164 ED N.A.
Publ. Date Jan 70 7p.
Fellendorf, George W.; Harrow, Icie
Parent Counseling 1961-1968.
EDRS not available
Volta Review; V72 N1 P51-7 Jan 1970

Descriptors: exceptional child research; aurally handicapped; parent attitudes; parent counseling; surveys; questionnaires; hearing clinics; specialists; physicians; identification

The results of questionnaires answered by parents of deaf children are presented examining the direction followed in detecting their children's loss, confirmation of their suspicions by professionals, and the number of medical or paramedical personnel contacted. Negative experiences are indicated by many parents, and a need for increased quality and availability of parent counseling services is emphasized. (Author/RD)

ABSTRACT 21404

EC 02 1404 ED N.A.
Publ. Date Dec 69 3p.
Stephens, Wyatt E.
Interpreting Mental Retardation to Parents in a Multi-Discipline Diagnostic Clinic.
EDRS not available
Mental Retardation; V7 N6 P57-9 Dec 1969
Based On A Paper Presented At The International Conference Of The Council For Exceptional Children (New York City).

Descriptors: exceptional child services; mentally handicapped; parent counseling; professional services; parent participation; clinics; counseling services

Two methods of reporting diagnostic findings of mental retardation to parents are described. The so called virtuoso model employs much professional language and display aimed mainly at the professional community and may submerge the parent in jargon and unconcern. The interaction model emphasizes the needs of the parent and child using several sessions and question and answer methods rather than detailed laboratory reports. The contention is that the interaction method is best since it satisfies the deepest parental concerns. (JM)

ABSTRACT 21412

EC 02 1412 ED N.A.
Publ. Date Dec 69 5p.
Warnick, Lillian
The Effect upon a Family of a Child with a Handicap.
EDRS not available
New Outlook For The Blind; V63 N10 P299-8 Dec 1969

Descriptors: exceptional child services; parent reaction; parent counseling; handicapped children; emotional adjustment; stress variables; family problems

The effects on a family of a child with a handicap are discussed. The main areas of concern are family reaction to early identification, periods of stress for the family, and parental counseling. Attention is paid to the availability of services to the family, the crises that strike, the attributes of a good counselor, parental preferences in counseling, group counseling, and parent groups. (JM)

ABSTRACT 21449

EC 02 1449 ED 034 328
Publ. Date 62 40p.
Alden, Jerome; Johnesse, Adaline
These Are Not Children; A Play About Opportunities for the Mentally Retarded.
Family Service Association Of America, New York, Plays For Living
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; adjustment (to environment); vocational rehabilitation; drama; public education; family relationship; parent attitudes; skits

The play, which involves a mentally retarded youth, his parents, and a rehabilitation counselor, gives dramatic emphasis to the youth's problems in adjusting to the outside world and to the adjustment problems of the parents. The character of Joey is used to demonstrate that the retarded can be helped to lead useful and productive lives and to gain feelings of status and pride. A discussion guide is included. (LE)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationahip; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21512

EC 02 1512 ED 027 550
Publ. Date (67) 16p.
Lurie, Abraham; Harold, Ron
Multiple Group Counseling with Discharged Schizophrenic Adolescents and Their Parents.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; adolescents; communication skills; creative activities; discussion groups; family counseling; group activities; group counseling; group dynamics; role playing; schizophrenia; parent child relationship

Discharged adolescent schizophrenics (17) and their families participated in a pilot program of multiple group counseling, planned to help ex-patients reintegrate into the community. Patients were selected prior to discharge and randomly divided into three multiple-family

groups. Each participating family had had a severe breakdown in the parent child relationship in the areas of communication, mutual expectations, and interpersonal relationships. Three introductory sessions allowed for observation of family cooperation and interaction. Weekly meetings were held for one year after discharge at a community center. Specific counseling goals were to: improve parent-child communication, change unrealistic parental expectations of the child, lessen shame of family (hospitalization stigma), and improve parental understanding and acceptance of their own and children's social roles. Advantages of multiple family counseling were: families could compare themselves to other families, activities allowed for family unit as well as individual member participation, behavioral insights were shared, social relationships were established by families, and ex-patients developed an understanding of their parents. (NG)

ABSTRACT 21529

EC 02 1529 ED N.A.
Publ. Date Nov 69 4p.
Lessin, Sylvia And Others
A Marathon Workshop: Help for the Retarded Child With Management Problems.
EDRS not available
Child Welfare; V48 N9 P560-3 Nov 1969

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; guidance services; group counseling; family counseling; guidance programs; parent child relationship; parent workshops; behavior problems

As a result of the concern felt by a guidance center for servicing the needs of retarded children rejected by the public and private schools because of severe behavior problems, four families, including parents, siblings, and children, met with members of the professional staff on 4 consecutive days. The structure of the program allowed for direct staff observation on family interaction and provided for staff support and identification with other families facing similar problems. Each of the four children and their families are analyzed with observations and benefits of group interaction on behavior change described. The article indicates that a short term, intensive, total approach has impact on family patterns and offers guidance staff a more accurate evaluation of the child's potential. (WW)

ABSTRACT 21614

EC 02 1614 ED N.A.
Publ. Date Jan 70 4p.
Marshall, Nancy R.; Goldstein, Steven G.
Effects of Three Consultation Procedures on Maternal Understanding of Diagnostic Information.
EDRS not available
American Journal Of Mental Deficiency; V74 N4 P479-82 Jan 1970

Descriptors: exceptional child research; multiply handicapped; consultation programs; parent counseling; speech handicapped; mentally handicapped; parent child relationship; clinical diagnosis; evaluation techniques

Three diagnostic procedures (routine, video replay and audio replay) were completed with 45 mothers each of speech-handicapped mentally retarded children and speech-handicapped children of normal intelligence to determine gains in the information which had been presented during the diagnostic consulation. Pre- and postconsultation Communication Behavior Scales and Communication Profiles on the children were obtained from the mothers by speech pathologists. Consistent differences were found between mothers of mentally retarded and normal children. Mechanical reproduction of the diagnostic consultation appeared to facilitate mother's understanding of the problem. Apparent extensions to an information processing theory are discussed. (Author)

ABSTRACT 21784

EC 02 1784 ED 034 910
Publ. Date Dec 69 121p.
Exceptional Children Conference Papers: Parent Participation in Early Childhood Education.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; parent participation; parent counseling; behavior change; identification; parent education; family involvement; infants; preschool children; child rearing; parent role; parent attitudes; conference reports

Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling. (RJ)

ABSTRACT 21829

EC 02 1829 ED N.A.
Publ. Date Mar 70 4p.
Danahy, Robert
A Parent's Challenge to Educators and Parents.
EDRS not available
Volta Review; V72 N3 P153-6 Mar 1970

Descriptors: exceptional child education; aurally handicapped; parent role; parent teacher relationship; parent participation

Discussed is the increasing need for parents to participate actively in the education of their hearing impaired children. The traditional passive role of the parent is described as opposed to the new role of involvement and support in education. The parent is challenged to demand improved programs, contribute their time and effort to education, and participate in the highest level of capability. (JM)

ABSTRACT 21843

EC 02 1843 ED N.A.
Publ. Date Jan 70 4p.
Criss, Florence L.; Goodwin, Ray C.
Short-Term Group Counseling for Parents of Children in Residential Treatment.
EDRS not available
Child Welfare; V49 N1 P45-8 Jan 1970

Descriptors: exceptional child services; parent counseling; group counseling; residential centers; parent child relationship; community programs; community services; Fairfax County (Virginia)

A 12-week group counseling program for parents of children in residential treatment attempted to give parents a chance to examine relationships with their children and themselves and to gain insight into the child's problems as extensions of the family relationship. Two therapists from the residential center emphasized problems of communication in 1 1/2 hour weekly sessions with seven parent couples and one single parent. Several weeks after the program ended, significant efforts toward change were evidenced in several families. It was found that short-term, communication-oriented group work with parents is useful in reorganizing and strengthening family life. (MS)

ABSTRACT 21878

EC 02 1878 ED N.A.
Publ. Date Apr 70 13p.
Scheinfeld, Daniel R. And Others
Parents' Values, Family Networks, and Family Development: Working with Disadvantaged Families.
EDRS not available
American Journal Of Orthopsychiatry; V40 N3 P413-25 Apr 1970

Descriptors: exceptional child research; disadvantaged youth; family role; family influence; preschool children; family counseling

The paper reports and evaluates a strategy for working with disadvantaged families whose preschool children are showing signs of slow development. Parents are first interviewed concerning their child-rearing values. A series of concrete activities commensurate with the parents' own value system are then introduced into family life. Through this process new kinds of exchanges develop within the family and parents' ideas concerning child-rearing become more developmental. Parents are then enlisted to help develop other families within

their social network. The open-ended interview schedule is included in the paper. (Author)

ABSTRACT 22135

EC 02 2135 ED N.A.
Publ. Date Jan 70 8p.
Bricklin, Patricia M.
Counseling Parents of Children with Learning Disabilities.
EDRS not available
Reading Teacher; V23 N4 P331-8 Jan 1970

Descriptors: learning disabilities; parent counseling; group counseling

The reasons for providing parent counseling at the Parkway Day School are set forth; the sessions provide information on learning disabilities, provide a liaison between home and school, and help parents to understand the behavior and feelings of their children. The focus on getting parents to develop a total approach to the child's behavior is discussed, and an example of working through a problem is presented. Similar reactions to the counseling by parents and teachers are listed; both felt that the ability to see the child from different perspectives was helpful. (RJ)

ABSTRACT 22710

EC 02 2710 ED 039 652
Publ. Date 67 92p.
Zarnari, Olga
Group Work with Parents of Mentally Retarded Children.
Center For Mental Health And Research, Athens, Greece
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent conferences; parent role; developmental guidance; parent attitudes; agency role; administrative organization; group counseling; family counseling; behavior problems; foreign countries; Greece

Topics include the role of the family in the development and growth of the mentally handicapped (MH) child, the psychological impact of the MH child on the family, parental attitudes, and the need for guidance and counseling of parents of MH children. Also of concern are the agency framework, the goals aimed at by the group guidance program, the method of their work, and the organization of the groups. Also discussed are the problem of mental handicaps, the effect of MH on behavior, attitudes and feelings of parents, and the organization of the Greek Association of Parents of Mentally Retarded Children. (JM)

ABSTRACT 22730

EC 02 2730 ED 039 672
Publ. Date 66 24p.
The Church and the Mentally Retarded Person.
Canadian Council Of Churches, Toronto (Ontario);
Canadian Association For The Mentally Retarded, Toronto (Ontario)
EDRS not available

Canadian Association For The Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada ($0.50).

Descriptors: mentally handicapped; church role; church programs; religious education; family counseling; Canada

Directed to ministers and lay church leaders, the booklet describes the mentally retarded and discusses how the church can minister to them and to their families. An appendix reviews what is currently being done in Canadian churches. (JD)

ABSTRACT 22755

EC 02 2755 ED 039 697
Publ. Date Mar 70 42p.
Fils, David H.; Attwell, Arthur A.
Counseling Parents of Mentally Retarded Children and Youth.
Los Angeles County Superintendent Of Public Schools, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-10-000-0251/942

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent education; parent child relationship; parent associations

Written in question and answer form, the guide for parents of mentally handicapped children provides information in the areas of health and medical concerns, assessment of the child's mental ability, parent-child-family relationships, education, psychological and psychiatric adjustments of both child and parent, improving communication, and recreation. Also included are aspects of vocational training, legal and social security provisions, community responsibility, agencies and parent organizations, developmental landmarks for normal and Downs Syndrome children, selected reading references, age factors of calorie needs, and a nutrition chart. (RD)

ABSTRACT 22766

EC 02 2766 ED N.A.
Publ. Date 63 55p.
Jones, John Walker
The Visually Handicapped Child at Home and School.
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child education; visually handicapped; administration; program planning; educational needs; family environment; identification; school role; school planning; instructional aids; instructional materials; self care skills; information sources

Discussion of the visually handicapped child at home includes the parent counseling program, levels of expectation, enriching and supplementing school experiences, and the older child. An analysis of the child at school presents information on vision screening, identification, what the school should know about the child, trial placement, and basic instructional needs. Development of a school program includes a definition of the role of the state department of education, organizational plans, qualificatons of the special teacher, and factors affecting program planning. Also discussed are sources of special books and aids, distribution of educational aids, and low-vision optical aids. Charts give numbers of school systems with special programs, visually handicapped school children, and readers of braille. Appendixes include sources of professional literature, an eye examination report form, and acknowledgements. (LE)

ABSTRACT 22849

EC 02 2849 ED N.A.
Publ. Date Apr 66 4p.
Amend, Edith L.
A Parent Education Program in a Children's Hospital.
EDRS not available
Nursing Outlook; V14 N4 Apr 1966

Descriptors: exceptional child services; hospitalized children; parent education; parent conferences

A parent education program developed to provide emotional security for the parent, the patient and the nurse is discussed. The four areas of greatest impact are described as pre-surgery conferences with parent and child, instruction in post-hospital care, a change in visiting schedule to open hours, and the teaching program for the nursing staff. Group conferences of 45- to 60-minute duration covering every known detail of hospitalization are held for parents of children with related diseases. Individual supportive conferences are held with parents of critically ill children. Home visits are made by public health nurses to discharged patients with myelcmeningocele. A policy of open visiting hours was found to be beneficial to both parent and child. Better understanding of parents' and patients' needs were promoted through patient-centered conferences with the staff. (FS)

ABSTRACT 23010

EC 02 3010 ED N.A.
Publ. Date 63 5p.
Oberman, J. William
The Physician and Parents of the Retarded Child.
EDRS not available
Children; V10 N3 P109-13 May-Jun 1963

Descriptors: exceptional child services; mentally handicapped; physicians; parent counseling; clinical diagnosis; parent attitudes; preschool children; infancy; counseling

The role of the family physician or pediatrician in fostering desirable personality development of the retarded preschool child and in helping parents adjust to their child's retardation and his developmental needs is discussed. Confrontation and counseling regarding parents' feelings of denial, guilt, and anxiety

is shown to be a necessary task of the physician because he is often the only professional sought during the crucial early years of development. Certain booklets may be helpful to parents. It is pointed out that the actual evaluation should be both a learning and therapeutic experience for parents, and that the most important factor in the ability of parents to plan realistically for their child is time, during which parents observe the normal but delayed sequence of developmental stages. Services of a public health nurse and flexibility in the physician's plans for the child are recommended. (JM)

ABSTRACT 23011

EC 02 3011 ED N.A.
Publ. Date 62 5p.
Parmelee, Arthur H., Jr.
The Doctor and the Handicapped Child.
EDRS not available
Children; V9 N5 P189-93 Sep-Oct 1962

Descriptors: exceptional child services; physically handicapped; parent child relationship; physicians; clinical diagnosis; communication; parent attitudes; infants

The important role of the physician in telling parents about their child's handicapping condition is focused upon, emphasizing the effects of both how he tells them and how he and staff act toward the child and his parents. Doctors' feelings about impairments and anomalies may hamper communication when parents are trying to cope with the initial crisis of accepting the presence of a permanent disability. The impact is different for handicaps noted at birth than for those noted later. Goals for the physician and the entire clinic or hospital staff to pursue in their relationship with the handicapped child and with the parents are delineated. (DF)

ABSTRACT 23193

EC 02 3193 ED N.A.
Publ. Date 67 6p.
Curfman, Hope G.; Arnold, Carol B.
A Homebound Therapy Program for Severely Retarded Children.
EDRS not available
Children; V14 N2 P63-8 Mar-Apr 1967

Descriptors: exceptional child services; mentally handicapped; home instruction; educational therapy; occupational therapy; social work; family counseling; program descriptions

Described is a homebound therapy program in Denver sponsored by the Sewall Easter Seal Rehabilitation Center to help severely retarded children and their parents. The goals of the program (to assess and develop potentialities of each child, and to help the family understand the child and contribute more to his development) are met by the services of a social worker and an occupational therapist. The occupational therapist concentrates on the child while the social worker helps the family. The individual aims for each child include: teaching of skills for performing activities of daily living, help in using toys constructively, help in improving motor and perceptual development, and preparation of the child for further training suitable to his ability. In addition to services in the home, the center also holds eight weekly one-hour counseling sessions for the mothers. While the mothers are with the social worker, the occupational therapist conducts a program for the children divided into free play, snack time, and project time. The goals of the group program for the mothers are: to provide help in living and dealing with feelings, to create an environment in which feelings can be aired, to provide specific help with problems of management, to help minimize the feeling of isolation, and to encourage the use of services of the center and other community organizations. The center has found that the entire needs of the family with a retarded child are best met by the combined services of the occupational therapist and the social worker rather than each working independently. (FS)

ABSTRACT 23288

EC 02 3288 ED N.A.
Publ. Date Feb 67 4p.
Howell, Doris A.
A Child Dies.
EDRS not available
Hospital Topics; V45 P93-94, 96, 101 Feb 1967
Reprinted From Journal Of Pediatric Surgery, Vol 1, Feb 1966, Pp2-7.

Descriptors: exceptional child services; hospitalized children; physicians; death; parent counseling; parent attitudes; medical treatment

The physician's attitude toward treating the dying child and his efforts to make death bearable for the family, and to salvage the family after death, are discussed as compassionate skills which the physician must learn to handle. Techniques are suggested for informing the family of a fatal illness directly and honestly, yet allowing them some small hope (of freedom from pain, of medical research progress). It is felt that the physician should anticipate and help to assuage guilt feelings, suggest outside confirmation of the diagnosis for reassurance, and counsel the family in maintaining normalcy to insure the security and happiness of the child. The physician's actions and relationship with the family during the course of the disease, in the terminal period, and at death are discussed. Day-to-day living to counteract disappointment can be encouraged by the physician. Treatment in the final days is his decision, it is felt, and should stem from his philosophy. (KW)

ABSTRACT 23387

EC 02 3387 ED N.A.
Publ. Date May 70 6p.
Abrams, Jules C.
Parental Dynamics--Their Role in Learning Disabilities.
EDRS not available
Reading Teacher; V23 N8 P751-60 May 1970

Descriptors: exceptional child research; learning disabilities; parent role; parent child relationship; parent attitudes; dyslexia; case records; minimally brain injured; parent education; parent counseling

The perceptions of parents toward a child with severe learning disabilities but no obvious physical problems is discussed. Reactions of parents in two case studies involving brain-damaged and dyslexic children are described. It is noted that the mother of a brain-damaged child frequently perceives him as a threat to her own narcissism, and that infinite fantasies and guilt are common for both parents. Resulting behaviors of parents include over-protection, over-indulgence, denial, and projection. The importance of teaching parents about the nature of the disability is stressed. It is concluded that parental dynamics play a very important role in the formulation or exacerbation of any learning disability, and in understanding children whose disabilities have no specific psychogenic etiology. (GD)

ABSTRACT 23430

EC 02 3430 ED N.A.
Publ. Date 66 5p.
Northcott, Winifred
Language Development Through Parent Counseling and Guidance.
EDRS not available
Volta Review; V68 N5 P356-60 May 1966

Descriptors: exceptional child education; aurally handicapped; language development; preschool children; parent role; parent counseling

Preschool education for the deaf through a guidance and counseling program for parents is discussed. Parent needs, counselor qualifications, conducting the first interview, additional visits, and developing language comprehension are considered. An illustration of a method to develop language, a rationale, application to concepts of linguistic development, and specific goals for the child are also mentioned. (RJ)

ABSTRACT 23438

EC 02 3438 ED N.A.
Publ. Date 65 11p.
Beck, Helen
The Closed, Short-Term Group: A Treatment Adjunct for Parents of Mentally Retarded Children.
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

Descriptors: exceptional child education; mentally handicapped; parent counseling; group therapy; family problems; group dynamics; group relations; leader participation; objectives; personal interests; group structure

Treatment in a closed, short-term group for parents of mentally retarded children is described in terms of suggested goals; group dynamics including concerns of

time, location, size and composition of group; the role of the group leader; and the problems of group management. Four general patterns of group behavior, and typical topics and concerns of group members are presented. (RD)

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